

Rainbow Childcare

Peacehaven Sports Park, Piddinghoe Avenue, Peacehaven, BN10 8RJ

Inspection date	23/04/2013
Previous inspection date	21/10/2008

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	2
How well the early years provision meets the needs of the range of children who attend		2
The contribution of the early years provision to the well-being of children		2
The effectiveness of the leadership and management of the early years provision		2

The quality and standards of the early years provision

This provision is good

- Children play very happily and have a wide range of resources and activities to support their learning.
- All children are nurtured by the staff. Close relationships and attachments ensure children are happy and secure, fully involved and confident in the nursery.
- This is a strong, well-organised staff team, who have a shared vision for driving improvement and work well together to achieve this.
- Partnerships with parents and other providers are effective and contribute to ensuring children's individual learning needs are quickly identified, ensuring good progress.

It is not yet outstanding because

- Opportunities are not available for children to practise writing during activities including role-play.
- The range of sensory experiences, for example when using sand and water are not fully extended in children's play.

Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed activities in the main playroom baby room and the garden.
- The inspector held meetings with the manager.
- The inspector sampled documents and children's learning journals.
- The inspector took account of the views of parents spoken to at the time of the inspection.

Inspector

Shan Jones

Full Report

Information about the setting

Rainbow Childcare registered in 2004. It operates from Peacehaven Sports Park Community Hall in Peacehaven. Children have access to an enclosed outdoor play area. The nursery is open each weekday term time only from 9.15am until 2.45pm on Mondays, Wednesdays and Fridays. On Tuesdays and Thursdays the opening times are from 9.15am until 12.15pm. All children share access to a number of outdoor play areas.

There are currently 40 children aged from two to under five years on roll, some in part-time places. The nursery currently supports a number of children with special educational needs and/or disabilities. This provision is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. There are seven members of staff, all staff hold appropriate early years qualifications to at least NVQ level 3. The setting provides funded free early education for two, three and four-year-olds.

What the setting needs to do to improve further

To further improve the quality of the early years provision the provider should:

- extend opportunities for children to mark make and write independently by providing materials within easy reach of their play both indoor and outdoor

- enhance the range of sensory experiences which include regular opportunities for children to explore sand and water.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

Staff support children to make good progress in their learning and development. They understand the requirements of the revised Statutory Framework for the Early Years Foundation Stage and take into account children's starting points and capabilities. This includes the length of time children have been at the nursery, and the frequency of attendance. Children are allocated a key person who takes the lead in observing and assessing each child. Staff record this information in each child's development file, and this enables them to gauge children's individual achievements. They plan with success for the next stage in children's learning ensuring each child is enjoying and progressing to their fullest potential.

Staff have high expectations for all the children. They listen perceptively to the children,

and skilfully question them during activities in order to extend and improve their language. For example, children enjoy the group song sessions where staff use props to extend children's enjoyment. Children join in with gusto as they sing along to popular nursery rhythms. Staff work closely with parents sharing information about individual children's needs and interests and use this information effectively. Staff are able to demonstrate that all children including those with English as an additional language and special educational needs are progressing well towards the early learning goals.

Staff enhance children's learning through the provision of many outdoor activities and the use of natural materials in their play. Children love to be creative and have good opportunities to paint and to draw. However, the range of mark making materials available is not extended to other areas such as role play. Children have a good range of opportunities to develop physically. They challenge their skills on climbing equipment, ride a variety of wheeled resources, and learn to become increasingly confident engaging in ball games. Children enjoy re-enacting familiar scenes from home as they care for their dolls and cook in the home corner. However children do not have sufficient opportunities to develop their senses with regular access to sand and water play. Children are gain a good understanding about people who have different needs, views, cultures and beliefs. Toys, resources and experiences promoting positive images of diversity help children learn about differences. The children learn about their own cultures and beliefs, and those of other people through well-planned discussions, books, resources and displays. They also explore a broad range of festivals around the calendar year through artwork, and stories.

There is a good partnership with parents, and their comments about the provision are good. Children are encouraged to be independent as they prepare for their next stage of learning, such as starting school. For example, they put on their own coats before going out, and self-register themselves as they find their name when they arrive. Parents contribute to initial assessments of children's starting points on entry and they are kept well-informed about their child's progress. For example, staff and parents work together on the two-year-old progress check which is securely embedded into practice.

The contribution of the early years provision to the well-being of children

The setting is well-resourced and provides a welcoming environment for children and parents. Children happily explore their environment, knowing that staff are close by. Children show good relationships with each other and staff. They are well behaved and respond well to the daily routines. Younger children show firm attachments to staff; this ensures that they feel safe in their learning environment. Children show an awareness of using their environment in a safe way. Staff ensure children's health is promoted and policies further support practice. For example, the non-smoking policy which is adhered to by all staff. Children's health and well-being is well-supported through the nursery's clear practices and they enjoy well-balanced and nutritious snacks, freshly prepared.

Management effectively implement the required staff to child ratios and good deployment of staff ensures new children receive helpful guidance and support. Staff make sure the key person system is established quickly, so children, parents and carers all know their

special staff member. In the baby room, these close links help staff understand and follow the routines of the youngest children; so meeting their physical needs successfully. This attention helps toddlers feel happy, so they make the most of the new experiences offered as they explore their surroundings. Transitions from the baby room to the main play room are effectively planned for. In the weeks before children are due to move to a new room, they and their key person visit the new room on a number of occasions, acquainting them with their new surroundings and enabling them to get to know the staff, children and their new key person.

Children are supported well in learning about expectations of their behaviour. Staff give lots of praise for children's efforts and achievements and use lots of prompts and photos to support children's learning. This boosts children's self esteem. Staff promote positive behaviour and help children consider the effect their behaviour has on others. Children develop good levels of independence. For example, younger children help themselves to drinks and older children find their own coats for outdoor play. Staff encourage children to tidy away their toys so they develop good habits for the future.

The effectiveness of the leadership and management of the early years provision

The manager and staff team have secure knowledge of safeguarding issues because they all complete appropriate training. All required procedures and policies are in place for managing any concerns relating to the well-being of the children. The robust recruitment procedures ensure that all staff have suitability checks to work with children. Risk assessments and routine safety checks on all areas of the nursery help to eliminate obvious safety hazards. Staff understand their duties in relation to emergency evacuation procedures and keeping children safe.

The manager has a good overview of the quality of educational programmes through monitoring the documented observations staff complete on a weekly basis. Observations are purposeful and clearly show how staff link the areas of learning to the development bands to raise next steps for individual children. The manager and staff work well together and have high ambitions for quality. They are reflective and raise precise targets for driving improvements. An effective programme of professional development ensures that staff improve their knowledge, understanding and practice. This includes encouraging staff to attend additional training and in some cases complete online courses.

There is as strong emphasis on good communication between parents and staff so that children enjoy care that is consistent. Parents have access to their children's records and additional documentation that is used in respect of the organisation of the setting, which ensures they are suitably informed about their children's care and development and how the nursery operates. Staff work closely too with outside professionals to obtain support for any child who needs it, such as for speech and language development. This liaison includes establishing good working relationships with a number of schools, so that children are well prepared and confident to move to school when the time comes.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
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Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the Early Years Foundation Stage.

Setting details

Unique reference number	EY295409
Local authority	East Sussex
Inspection number	910222
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	30
Number of children on roll	40
Name of provider	Mel Richardson
Date of previous inspection	21/10/2008
Telephone number	01273 583624

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools

and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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